

MODEL BUDAYA KERJA BERKUALITI:
KAJIAN KES DI UNIVERSITI LAMBUNG
MANGKURAT, BANJARMASIN

AHMAD SURIANSYAH BIN MUHAMMAD

UNIVERSITI UTARA MALAYSIA
2010

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Pemeriksa Luar:
(External Examiner)

Prof. Dr. Omar Abdull Kareem

Tandatangan
(Signature)

Pemeriksa Dalam:
(Internal Examiner)

Dr. Yaakob Daud

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
(Name of Supervisor/Supervisors)

Dr. Arsaythamby a/l Veloo

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
(Name of Supervisor/Supervisors)

Dr. Ishak Sin

Tandatangan
(Signature)

Tarikh:

(Date) **December 21, 2009**

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Tarikh: 22 April 2010

Tandatangan:

Nama: Ahmad Suriansyah Bin Muhammad
Nomor Matrik: 91157

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Sebarang permohonan untuk menyalin atau mengguna mana-mana bahan dalam tesis ini, sama ada sepenuhnya atau sebahagiannya hendaklah dialamatkan kepada:

Dekan (Pascasiswazah dan Penyelidikan)
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM Sintok
Kedah darul Aman

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Penyelidik

ABSTRAK

Kajian ini bertujuan untuk mengenal pasti faktor-faktor yang mempengaruhi budaya kerja berkualiti dan pelaksanaan budaya kerja yang optimum dalam program pendidikan guru sekolah rendah di Universiti Lambung Mangkurat Banjarmasin. Kajian ini bertitik tolak daripada isu amalan budaya kualiti kerja yang rendah di institut pendidikan tinggi di Indonesia. Kualiti kerja yang rendah ini memberi kesan kepada kualiti lulusan guru-guru pelatih yang mengikuti program pendidikan guru sekolah rendah. Masalah ini berlanjutan hingga meletakkan pendidikan sekolah rendah di Indonesia pada kedudukan yang rendah dan sekaligus menggambarkan kualiti kerjanya yang rendah. Kualiti kerja yang rendah ini adalah akibat daripada rendahnya amalan pengurusan kualiti menyeluruh (TQM) di program pendidikan guru sekolah rendah di Universiti Lambung Mangkurat. Bagi mencapai matlamat kajian ini, pendekatan kajian kes dengan kaedah kualitatif digunakan. Dengan menggunakan kaedah ini membolehkan penyelidik mengenal pasti faktor-faktor yang mempengaruhi budaya kerja berkualiti. Kerangka TQM yang dikemukakan oleh Venkatraman (2007) dijadikan kerangka kajian ini. Sampel kajian ini ditentukan secara persampelan bertujuan (*purposive*) dan *snow ball*. Responden terdiri daripada pemimpin universiti, dekan fakulti, ketua program pengajian pendidikan, pensyarah, staf sokongan, mahasiswa, pelanggan luar dan *stakeholders*. Data dikumpulkan dengan menggunakan kaedah pemerhatian turut serta, wawancara mendalam, analisis dokumen dan melalui perbincangan berfokus. Analisis data dilakukan dengan cara analisis domain, taksonomi, komponen dan tema. Kesahan data pula dilakukan melalui *credibility*, *transferability*, *dependability* dan *conformability*. Dapatan kajian ini menunjukkan faktor-faktor pembentukan budaya kerja berkualiti terdiri daripada fokus kepada pelanggan, penglibatan staf, penambahbaikan berterusan, pengukuran, komitmen staf, kawal selia, komitmen kepimpinan, perancangan kualiti organisasi dan adanya organisasi kualiti, sistem ganjaran dan perkongsian kualiti. Namun begitu dapatan kajian ini berbeza dengan kerangka TQM yang dikemukakan oleh Venkatraman (2007) di mana ditemui empat faktor tambahan iaitu kawal selia, sistem ganjaran, perancangan kualiti organisasi dan adanya organisasi kualiti, dan pengukuran yang menentukan budaya kerja berkualiti. Kajian ini juga mendapati faktor-faktor ini mempengaruhi model pecutan berkualiti yang mampu membantu pelaksanaan budaya kerja berkualiti yang optimum.

MODEL OF QUALITY WORK CULTURE: CASE STUDY IN THE UNIVERSITY OF LAMBUNG MANGKURAT BANJARMASIN

ABSTRACT

This study aimed to identify factors that influence the quality work culture and implementation of the optimal work culture in primary school teacher education program at the University of Lambung Mangkurat Banjarmasin. This study started with the issue of the low quality practices in institutes of higher education in Indonesia. This low-quality work culture affect the quality of graduate for primary teacher trainees who attended this program. This problem continued to put primary education in Indonesia at a low position and thus reflect the low quality of work. Low-quality work is a result of the low practices in total quality management (TQM) in the primary school teacher education program at the University of Lambung Mangkurat. To achieve the goal of this study, case study approach with qualitative methods was used. By using this method, its allow researcher to identify factors that influence the quality work culture. TQM framework established by Venkatraman (2007) was used in this study. To gather information, this study used purposive sampling and snow ball strategy. Respondents consisted of university leaders, faculty dean, and head of education programs, lecturers, support staff, students, customers and external stakeholders. Data were collected using observation and in-depth interview methods, analysis of documents and through focus discussion group. Data analyses were done using the domain analysis, taxonomic, components and themes. Data validation is done through credibility, transferability, dependability and conformability. Findings of this study indicated that the formation of quality work cultures consists of quality customers focus, staff involvement, continuous improvement, measurement, staff commitment, regular monitoring, committed leadership, organizational quality planning and the existence of quality organization, reward system, partnerships and quality. However the findings of this study differs from TQM framework set by Venkatraman (2007) which found that four additional factors such as regular monitoring, reward systems, organizational quality planning and the existence of quality organization, and measurement that determines the quality work culture. This study also found that these factors affect the quality velocity models can assist the implementation of the optimum quality work culture.

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BAB I

PENGENALAN

1.1 Pendahuluan

Kualiti merupakan isu yang menjadi perhatian setiap orang dari pelbagai bidang pekerjaan dan perkhidmatan di seluruh dunia, termasuk dunia pendidikan. Bagi masyarakat Indonesia sekarang tumpuan kepada kualiti menjadi begitu ketara kerana masalah kualiti pendidikan di pelbagai jenis dan peringkat pendidikan masih belum memenuhi harapan semua pihak. Keadaan ini berlaku kerana rendahnya kualiti pendidikan sama ada di peringkat pendidikan asas atau pendidikan tinggi. Bagi mengatasi masalah ini Kerajaan Indonesia membuat Undang-undang Sistem Pendidikan Nasional. Dalam Bab XIV, Fasal 51 dinyatakan bahawa “Pengelolaan satuan pendidikan tinggi dilaksanakan berdasarkan prinsip otonomi, akuntabilitas, jaminan kualiti dan evaluasi yang transparan” (UU Nombor: 20 Tahun 2003). Hal tersebut diperkuat dengan Peraturan Pemerintah Nombor: 19 Tahun 2005, Bab XV, Fasal 91 ayat 1 dinyatakan bahawa: “Setiap satuan pendidikan pada jalur formal dan non formal wajib melakukan penjaminan kualiti pendidikan” (PP Nombor: 19 Tahun 2005). Seterusnya Fasal 91 ayat 3 pula dinyatakan bahawa “Penjaminan kualiti

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